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ABSTRACT

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An Overview of

MANAGEMENT AWARENESS PROGRAM

A training program aimed at more effective supervision of disadvantaged employees

North Carolina Manpower Development Corporation
Post Office Box 1057
Chapel Hill, North Carolina 27514

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NORTH CAROLINA MANPOWER DEVELOPMENT CORPORATION
MANAGEMENT AWARENESS PROGRAM

The Management Awareness Program provides training to improve the effectiveness of management in handling rank-and-file employees. The program's original and still primary aim is to improve supervisory effectiveness in handling employees drawn from among the so-called disadvantaged. However, operational testing of the program with management personnel from 36 firms and public agencies in North Carolina has demonstrated that MAP helps supervisors adjust their styles to cope with a broad range of differences among employees.

MAP was first conceived in response to problems experienced by graduates of the North Carolina Manpower Development Corporation's experimental training center in Greensboro, North Carolina, in 1968. Some graduates who had performed well in the center -- which was used to develop a pre-employment motivational and remedial education curriculum for disadvantaged men and women -- attributed job failure to supervisors' attitudes. Case studies confirmed that some supervisors, in effect, expected center graduates to fail and their expectations became self-fulfilling prophecies.

The first operational test of MAP was made in 1969 with 30 supervisors from Duke Power Company. As in other early test applications of the program, Duke Power used MAP training as a preliminary step in the company's plans for special efforts to employ the disadvantaged -- i.e., add personnel from minority groups, etc.

However, successive MAP sessions demonstrated that the program was more than an adjunct to a self-conscious policy of "hiring the disadvantaged." Employers in labor-short areas -- such as textile centers of western North Carolina -- saw MAP as a way to expand their potential labor force which had been effectively limited by the attitudes of many first line supervisors toward blacks and others traditionally excluded from their work force.

Experience also showed that the reevaluation of supervisory styles stimulated by MAP for particular groups stimulated a general reevaluation by supervisors of their relations with all production workers: Dramatizing the extreme difference of the disadvantaged encouraged recognition of the less obvious but equally significant individual differences of other workers.

In both agencies and private firms, MAP is undertaken from the top down when possible. Although top management may not be able to join in actual training sessions, its understanding and support are critical to the program's success.

Actual training is provided in a three-day session at an off-the-job site with groups of 10 to 15 supervisory personnel. The two-man MAP training teams utilize a variety of techniques ranging from lectures to films to role plays involving the MAP trainees. However, the key to a successful session is the willingness of the trainees to join in working through the types of personnel and supervisory problems familiar in their job scene.

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I. INTRODUCTION

The Management Awareness Program, referred to hereafter as "MAP," has been designed to increase the human skills of supervisors in their relationships with employees from disadvantaged backgrounds or minority groups. This monograph is intended to convey an understanding of the objectives and methods of the program for those who are interested in familiarizing themselves with the techniques employed. For the sake of brevity, specific details of individual problem assignments have been omitted but are available in the more complete Instructor's Manual, which is required for actual presentation of the program.

A. Historical Background

Since its founding in 1967, the major objective of the North Carolina Manpower Development Corporation has been the alleviation of the state's problem of low per capita income. Early work focused mainly on the development of a basic training system to qualify unemployed and underemployed adults for higher-paid jobs in industry and business and to provide a new source of motivated and skill-trainable labor for the new and expanding industries of the state.

By mid-1968, it had become apparent that, for maximum effectiveness, the activities should also include the supervisors in the business and industrial community to whom these newly indoctrinated employees would be reporting. It has been discovered that many supervisors, quite unintentionally, were alienating entry-level employees from the Manpower Development Corporation training centers by being unaware of the impact of their own behavior on those entering the world of work for the first time.

In August of 1968, it was decided to develop and test a short training program for managers and supervisors that might help to meet these needs. During the subsequent six months, a three-day curriculum was designed to introduce supervisors to the attitudes and behavior of people from disadvantaged backgrounds and also to help the managers and supervisors learn a little more about the impact of their own behavior on other people in a job setting. The first presentation of the MAP program was made in March of 1969. The course was presented seven additional times during that year, and the number of sessions has approximately doubled in each succeeding year. Demand for the course currently outstrips the capacity of the Manpower Development Corporation to supply trained staff, and a movement is currently underway to transfer this work into community colleges and technical training institutes within the state.

B. The Target Audience

The MAP program is intended primarily for presentation to first-line supervisors who work in close contact with entry-level (or even veteran) employees who come from the disadvantaged portion of the community. This is the primary audience. The experiences of the past three years have shown, however, that the translation of the training into the work setting takes place most effectively where the program is introduced at the highest possible management level. Where it has been initiated with an organization's top management and then brought to successively lower levels of management and supervision, the training has been found to have additional advantages in improving interdepartmental communication as an unexpected dividend. Not all organizations are prepared to invest the time of top management in this training, and involvement of the top management and successively lower levels is not a "must."

C. Program Goals

The major goal of the MAP program is to increase the supervisor's personal effectiveness in dealing with his subordinates who come from the disadvantaged segment of our society. By providing a learning situation in which he can develop a deeper understanding of the wide differences in attitudes and behavior that exist between this subculture and the so-called "majority," and the effects of his behavior on other people, it is possible to help the supervisor avoid some of the supervisory styles which in the past have resulted in high turnover, absenteeism, low productivity, and indifferent attitudes. The original assumptions which led to the development of MAP were as follows:

1) To work effectively with disadvantaged employees demands that supervisors have a higher level of human relations skills than does effective supervision among the general population of industrial employees.

2) Racial prejudice is common (and often unrecognized). It is a significant and widespread barrier to effective working relationships.

3) The stereotype of poor people as "shiftless," "lazy," or "no-good" tends to operate as a self-fulfilling prophecy when held by a supervisor. It influences his expectations and his behavior toward employees in ways that tend to reinforce failure on both sides of the fence. This stereotype is rather widely held among first-line supervisors in business and industry.

4) It is possible to significantly modify the attitudes and behavior of supervisors and managers through exposure to training which involves both intellectual and behavioral learning.

These assumptions gave rise to the following specific goals for the MAP training program:

1) Conveying an understanding of typical behavior patterns of people from disadvantaged or minority backgrounds, the origins of these patterns, and the environmental factors that affect their development.

2) Increasing the supervisor's awareness of the impact of his behavior on other people, especially in "boss-subordinate" relationships.

3) Providing a chance for the supervisor to witness and experience human problem-solving approaches different from his usual ones and to compare his normal problem-solving behavior on the job with that of other program participants.

4) Reducing the stereotyping usually associated with people from "poor" backgrounds and the level of racial prejudice toward minority group members.

5) Increasing the supervisor's ability to empathize with others and to convey this through his behavior toward them.

II. INITIATING MAP WITH A NEW CLIENT ORGANIZATION

As mentioned previously, it is most desirable to commence the MAP training program in any organization with the highest level of management that can be induced to participate. In those cases where top management is unwilling or unable to commit a needed three days for the full training program, it is possible to hold a short orientation session giving an overview of the program specifics that will help to generate top management commitment. However it is generated, top management commitment is seen as a "must." If supervisors are merely being sent to "another training school," the incidence of translation into the back-home setting will be greatly reduced.

It has been found desirable to hold a short orientation session with each group of managers or supervisors who are planning to participate in MAP a week or two ahead of the actual session. This may not always be possible or practical, and where it is not, each participant should at least receive an introductory letter from his own management and also from the MAP training staff or training director. The letter identifies objectives of the program, includes some general comments regarding its participative nature and suggests that those who attend will share with the staff the responsibility of the overall learning experience. The management's letter should contain some indication of the level of support for the course (which will hopefully be high).

III. GROUP COMPOSITION

In general, it is most desirable that the training group be made up of participants from as near the same organizational level as possible. Groups of peers are generally less threatened by participative training than groups which include individuals from markedly different levels of the organization. In some instances this is not possible, and it is occasionally discovered that bosses and their subordinates are scheduled for participation in a single group. Where this occurs, it is usually desirable to assign the people who have a close working relationship to different subgroups whenever possible and to arrange such activities as role playing in such a way that the boss and his subordinate do not take part together in a single problem-solving assignment.

Size of a group can vary from ten to fifteen. Smaller groups do not ordinarily provide for sufficient interaction among participants; larger ones tend to reduce the opportunity for individual participation to an undesirably low level. Twelve is a good number; it allows for subdivision into two and four subgroups of uniform size for various parts of the program.

IV. TRAINING STAFF

The program is presented by a two-man staff, one white and one black. In presenting the section of the program relating to the attitudes and behavior of the disadvantaged worker, it is possible for a black staff member to convey a much higher level of authenticity (usually out of his own personal experience) than for the white staff member. Using a biracial staff design, it is also possible to provide a model of a collaborative, open, black-white relationship which may considerably facilitate the translation of the program learnings into the supervisors' own work situations.

The behavior of both staff members toward the participants should also be a collaborative one. It is important for the staff to convey early, and repeatedly, that what people take home from this particular course depends as much on their own efforts as it does on those of the staff. The staff does not pretend to have all of the "answers" and usually learns as much as the participants because no two sessions are ever identical. Both staff members should therefore be thoroughly experienced in the use of participative learning methods for those parts of the program that are behaviorally oriented. The division of activities between the two staff members is a function of their respective preferences, experience, and competence. In most of the activities, both participate.

V. PROGRAM SCHEDULE

MAP is presented over three full consecutive days, preceded by an evening orientation session of about two to two and a half hours. It is believed that a continuous, rather than a segmented, program provides higher involvement with less time invested. The following schedule is typical of MAP programs being presented to a number of different organizations in North Carolina at present.

Session One (First Evening)

8:00 - 8:15 p.m.	Welcome and comments by client organization representative, if present. Introduction of MAP staff members.
8:15 - 8:30	Description of MDC -- origin, development, and current activities, emphasizing the prevocational training program for disadvantaged people.
8:30 - 8:50	Program overview, including objectives and methods.
8:50 - 9:45	Introductions.
9:45 - 10:15	Expectations and concerns.

Session Two (First Full Day)

8:30 - 9:00	Lecture/Discussion: The Johari Window.
9:00 - 10:30	Case Problem: Finley Jenkins and the Gulf Coast Boat Company (or alternative case, as desired).
10:30 - 10:45	Break.
10:45 - 11:30	Case discussion.
11:30 - 12:00	Lecture/Discussion: Emotional Styles.
12:00 - 1:00	Luncheon.
1:00 - 1:30	The Lipton County Hospital Problem.
1:30 - 2:00	Testing solutions -- The Lipton County Hospital Problem.
2:00 - 4:45	Role Playing.
4:45 - 5:00	Solicitation of participant reactions -- written and verbal.
5:00	Close.

Session Three (Second Day)

8:30 - 8:45	Summary of participant reactions to first day.
8:45 - 10:30	Role Playing (continued).
10:30 - 10:45	Break.
10:45 - 12:00	Role Playing (continued).

12:00 - 1:00	Luncheon.
1:00 - 2:30	Role Playing (concluded).
2:30 - 4:00	Lecture/Discussion: Attitudes and Behavior of Disadvantaged People.
4:00 - 4:30	Films: "Everything in Its Place," "Supervisory Interview."
4:30 - 4:45	Discussion.
4:45 - 5:00	Solicitation of participant reactions -- written and verbal.
5:00	Close.

Session Four (Third Day)

8:30 - 8:45	Summary of participant reactions to second day.
8:45 - 9:15	Lecture/Discussion: Breakthrough in On-the-Job Training.
9:15 - 10:30	Skill Exercise: Supportive Listening.
10:30 - 10:45	Break.
10:45 - 11:15	Introspective Questions: A Private Talk with Myself.
11:15 - 11:30	Lecture/Discussion: Giving and Receiving Personal Help.
11:30 - 12:00	Skill Exercise: Giving and Receiving Personal Help.
12:00 - 1:00	Luncheon.
1:00 - 3:00	Skill Exercise (concluded).
3:00 - 3:30	Solicitation of verbal and written participant reactions to the overall program.
3:30	Close.

VI. PROGRAM DETAILS

The first two items on the schedule are self-explanatory. The third activity (program overview) includes a brief description of the overall program, including a short synopsis, usually by the white trainer, of each major aspect of the program: The case method, lecture/discussion, and feedback. The participative nature of the program and the responsibility of participants for their own learning is reiterated.

Each remaining program activity is described below; each is identified in terms of its objectives, time required, and the equipment and materials needed. A brief overview of each activity is also included. Detailed instructions and content for each activity are included in the Instructor's Manual.

VI. A. Session One (First Evening)

OBJECTIVES:

1) Participants and staff members will begin to become acquainted with each other.

2) Participants will become more familiar with the goals and structure of the program.

3) Participants will begin to interact with each other and the staff.

4) Participants will begin to learn that expression of "negative" feeling and concerns about participation or any other subject will not be punished by the staff and will experience increased willingness to respond candidly.

Time Required: One and one-half to two hours.

OVERVIEW:

After introductory comments by a representative of the client organization, the staff presents a description of MDC and its activities and a review of the goals and activities of the program. Participants and staff then engage in a structured exercise in which they interview and introduce each other. In the final activity of this segment, participants and staff discuss their expectations and concerns regarding the program.

Equipment and Materials:

1) Overhead projector.
2) Non-permanent transparency markers.
3) Transparencies.
4) Participant notebooks.
5) Badges.
6) Heavy felt tip markers for name badges.

VI. B. Lecture/Discussion: The Johari Window

OBJECTIVES:

1) Participants will use the concept in thinking about behavior, including their own, in terms of the group and also in terms of outside relationships.

2) Increased openness and freedom of communication within the program will be legitimized; participants will respond more candidly.

Time Required: About one-half hour.

OVERVIEW:

The lecture presents a simple model of relationships in which behavior is categorized into combinations of what is known versus unknown to self and/or others. The presentation emphasizes the desirable potential of increased sharing of behavior attitudinal information, both within the training context and on the job.

Equipment and Materials:

1) Overhead projector.
2) Prepared transparencies.
3) Handouts of lecture notes.

VI. C. Case Problem: Finley Jenkins and the Gulf Coast Boat Company

OBJECTIVES:

1) Participants will become aware of the importance of looking for the underlying causes of problems rather than reacting to surface symptoms.

2) Participants will discuss the problems associated with unduly rigid policies and procedures.

3) Participants will become aware of the influence of the supervisor's value system on his supervisory activities and the impact these have on the success or failure of subordinates.

4) The climate of the group will increase in openness and candor as participants and staff interact.

Time Required: One and one-half to two hours, including discussion.

OVERVIEW:

This is a participative task of the "case method" type. The community is divided into subgroups of four to seven participants each and is given the assignment of reading, discussing, and responding to some open-ended questions at the end of a case history involving a disadvantaged white worker (Finley Jenkins) who has come from a training program to his initial assignment with the Gulf Coast Boat Company. Each subgroup is provided with a blank transparency and a non-permanent marker and asked to write out its responses to the several questions contained at the end of the case. After one hour of deliberation (depending somewhat on the size of the group) the subgroups are brought back together and the transparencies of each are projected on the screen and discussed in some depth.

Equipment and Materials:

1) Overhead projector.
2) Blank transparencies.
3) Non-permanent transparency markers.
4) Copies of case study.
5) Blackboard or lecturer's easel.

VI. D. Lecture/Discussion: Emotional Styles

OBJECTIVE:

Participants will acquire sufficient familiarity with this behavioral model to apply in a general way to themselves, other participants, the staff, and other members of their organization.

Time Required: Thirty to forty-five minutes.

OVERVIEW:

This lecture provides a model for understanding supervisory and employee behavior; the model classifies behavior into three general types or styles: The "friendly helper," the "strong achiever," and the "logical thinker." Relative comfort or discomfort with differing feelings is covered, along with typical methods of influencing others, reactions to stress, common fears, and learning needs for increased flexibility.

Equipment and Materials:

1) Overhead projector.
2) Prepared transparencies.
3) Copies of lecture notes for participants.

NOTES: The staff may find it productive to solicit feedback from participants regarding participants' perceptions of staff behaviors up to this point in the program. This behavior from the staff represents desirable modeling, legitimizes discussing behavior as it emerges in the group, and is reinforcing to the retention and use of the model by participants. Participants should be encouraged to use this model in thinking about the subsequent behavioral approaches they use and see used in the program.

VI. E. The Lipton County Hospital Problem

OBJECTIVES:

1) Participants will discuss and react to differing approaches to dealing with resistance and hostility from subordinates.

2) Participants will observe or participate in role playing (without calling it that) and the subsequent discussion of the interaction that occurs during the role playing.

3) As a result of (2) above, participants will see the advantages of "live" problem-solving versus intellectualized discussion as a method of learning about behavior.

4) Participants will gain increased awareness of the relationship between an employee's resistance and the actual or perceived frustration or denial of his own needs.

Time Required: Forty-five minutes to one hour.

OVERVIEW:

The problem revolves around hostile, insubordinate responses from two employees who have refused to carry out an assigned task. A portion of a conversation between the two men and two of their supervisors is quoted in the problem; participants are asked to decide what to do next and then two pairs are asked to role play the approaches with the staff, who role play the two men. Staff and participants discuss the interaction process that occurs.

Equipment and Materials:

Copies of the problem for each participant.

VI. F. Live Problem Solving

OBJECTIVES:

1) Participants will acquire new knowledge, by both observation and experience, about the cause-and-effect nature of the interaction between authority figures and subordinates.

2) Participants will get specific feedback, by their own observations and by comments from other participants and staff, about the effective and ineffective behaviors they use in role playing problem situations.

3) Participants will experience and react, as employees, to the behaviors used by other participants in dealing with them as employees, reinforcing an awareness of the need for empathic communication modes with subordinates.

Time Required: About six hours for five roles (somewhat variable depending on group size and composition and the roles used); each role is used twice.

OVERVIEW:

A staff member describes how role playing (called "problem solving") will be used in the program and establishes some ground rules. For each role, the staff member assigns two sets of participants. Participants are briefed verbally on the background events which have led up to the point where the role begins but are left free to interact spontaneously except in a few cases where an "employee" is specifically instructed to confront his "supervisor" with a specific interpersonal stance. The two "employees" are briefed with the two "supervisors" out of the room, and vice versa. Participants not involved in the problem hear the briefings to all parties involved in the problem. The first role participants work through the problem and participate in a critique while the second group waits outside. The process is then repeated for the second group, followed by a discussion of general principles or concepts as appropriate. The staff participates in some of the roles and also in the critique.

Equipment and Materials:

1) Buzzer or similar signalling device for cuing participants to enter the training room to become involved in the problem (not essential, but convenient, time saving, and less disruptive than sending a messenger from the group).
2) Role assignment sheet.
3) Instructions for specific roles used.

VI. F. Live Problem Solving (continued)

Introduction to Problem Solving

Instruct participants as follows:

This is not a program where we teach. Our goal is to help you learn about yourself, others, and the interaction between us. Each of us has different learning needs, and each of us is different from anyone else, with different past experiences, goals, skills, and attitudes. We don't know what these needs are for you as individuals; possibly each of you may have some learning needs of which you are already aware. You may also have some that you are not aware of that you may discover during the program: Many of us have blind spots about ourselves.

Our job, as we see it, is to try to help create opportunities for you to learn whatever it may be that you want to learn. We will use problem solving as a chance for you to work with each other in ways we hope will be helpful. Our focus will be on the behavioral techniques involved in the interaction between us and the results of them -- not on the specifics of the problems. Look at the feelings created by the behavior and interaction and at the underlying dynamics of the situation.

What you learn will depend mostly on each of you -- your ability to deal with the problems as real situations and to share openly your reactions to each other's behavior, not to be critical but so we can learn.

We will use problem solving in this program as follows:

1) There will be two sets of participants for most problems so we will see contrasting ways of dealing with problems. The second set does not observe the first set.

2) The background of the situation is given to both sets, with some variation to different parties, just as in real life we have differing perceptions and data about most problems.

3) No instructions will be given on how to deal with the problems: Be yourself and handle the situation as you see fit. The only exception is a "prop role," when behavior is instructed for the purpose of confronting other participants with a specific kind of behavior or feelings.

4) After participants have worked on the problems for a while, we'll stop and talk about what happened.

5) The buzzer starts the problem -- one beep to bring in the first participant, two for the second, etc.

6) Please don't comment while instructions are being given, and don't discuss instructions outside -- this will tend to reduce the learning opportunities.

7) Those not in a problem may find it helpful to put themselves mentally in the place of a participant to provide a basis for reporting reactions later.

The ground rules are as follows:

1) Any participant can stop at any time without being required to explain or justify it.

2) The suggested focus for talking about what happened is as follows:

   a. How are you feeling?
   b. What happened to make you feel that way?
   c. Were you satisfied with your approach?
   d. Did you accomplish your goal?

3) Speculation about motives, if any, should be clearly identified and then checked out. In general, it is not helpful to guess about someone else's motives, unless they are suggested by his behavior.

At this point, provide an opportunity for questions and ask for feeling from the group about participation. When any questions and comments have been dealt with, move into role playing. Begin by asking if there is anyone in the group who will refuse to participate if asked. If anyone does, accept this, asking him to let you know if he changes his mind later. Then assign the first role and proceed. As a general plan, the roles should begin with simple problems involving only two people. As the program proceeds, more complex situations are used. Racial problems should be held back until the group is well involved.

VI. F. Live Problem Solving (continued)

Assigning Participants

Prior to beginning the problem-solving (role-playing) sessions, select enough problems to occupy the group for a few hours, until lunch or the end of the day when you will have an opportunity to choose additional roles and select the participants for them. After the evening orientation session, think about the behavior of individual participants and what roles would be most suitable for them. Your opportunities for observation have been limited, but some clues are usually available. For the first problem or two, for example, it is desirable to assign participants who have been active in the preceding session, as contrasted with those who may have seemed withdrawn or overly anxious.

The latter persons will be less threatened by participation after they have seen one or two problems worked through.

A second consideration involves the typical behavioral approaches of each participant. You will probably have an opportunity to pick up some clues about at least a few participants. You might consider using the paper entitled "Emotional Styles" as a model for thinking about the behavior you have observed.

Generally speaking, each problem includes the role of at least one authority figure (supervisor, teacher, etc.) or other role which carries the major responsibility for attempting to choose and reach an appropriate resolution of the problem. The behavior required to do this varies with the underlying dynamics of the situation: One problem may call for handling hostility with understanding, another for setting limits, another for delivering "bad news," etc. Insofar as possible, assign the authority figure role to an individual who you suspect has relative difficulty in delivering the appropriate behavior. For example, an individual who clearly appears to be a "Strong Achiever" would have little difficulty in setting limits on subordinates as required by problem #18 (though he might not do it supportively) but would be likely to have great difficulty establishing the trust required to discover the cause of the problem in #15 (acrophobia). Of course, you will frequently lack the data needed to carry out this suggestion effectively in more than a few cases. Luck will be on your side, however; if the participants are internalizing the background information, there will be some interaction between them from which productive learning can occur in nearly every problem.

Two additional criteria need to be considered in selecting participants for problems. The first of these is that every member of the group should participate as an authority figure or other pivotal role at least once. (The exception to this is a person who refuses to participate at all; a permissive stance is indicated toward this issue.) The second criterion is that each person's participation should be scheduled so that he is in the first round at one time and the second round another; otherwise, there will be some persons who have no opportunity to observe how another set of participants dealt with the same problem. This may not be an important criterion from a learning viewpoint, but participants are apt to be dissatisfied if it isn't followed.

Use the problem assignment form as illustrated for planning role assignments in advance.

A group of fourteen participants requires seven problems to meet the above criteria if each problem includes only one authority role. Each person will have participated at least twice -- once in the authority role and at least once in some other capacity.

The list of problems suggested below is adequate for a group of fourteen and consists of problems frequently used with success in past programs. Only six problems are included, since the Race Relations problem includes two authority roles.

1) Absenteeism Interview.
2) Acrophobia.
3) Personal Hygiene Problem.
4) Coward and Bully.
5) Irate Neighbor.
6) Race Relations Problem.

The above list is suggestive only, but has served well for groups of industrial supervisors.

VI. G. First And Second Day Participant Reactions

OBJECTIVES:

1) The staff will acquire information regarding participant reactions to the day's activities and an indication of whether participants are responding positively.

2) Solicitation of reactions will communicate to the participants the staff's concern for making the program worthwhile and the value attached to how the participants feel about it.

3) Each participant will have an opportunity to compare his own reactions to those of the rest of the group.

4) Any participant holding a minority view will be under a subtle degree of peer pressure to change his attitude toward the program.

5) The summary feedback will elicit discussion of controversial opinions to provide an opportunity to resolve any conflicts and collect further feedback to the staff.

Time Required: 15 minutes for data collection.
30 minutes (outside program) for summary.
15 minutes for presentation and discussion.

OVERVIEW:

Each participant is asked to respond on paper, anonymously, to three questions regarding his reactions to the day's activity. These are summarized in the evening feedback the following morning, and discussed as appropriate.

Equipment and Materials:

1) Overhead projector.
2) Reaction transparency.
3) Two blank transparencies, for summary.
4) Non-permanent transparency markers.

NOTE: Although some clarification may be appropriate, it is important for the staff to maintain an accepting, non-defensive posture during the discussion of any negative reactions.

VI. H. Lecture/Discussion: Attitudes and Behavior of Disadvantaged People

OBJECTIVES:

1) Participants will acquire a knowledge of the background environment of disadvantaged people and the effects it has on their values, attitudes, characteristics, and typical behavior patterns.

2) Participants will gain an increased understanding of the impact of racial prejudice on minority racial groups.

3) Participants will exhibit increased understanding of disadvantaged people and their special problems, especially disadvantaged black people.

4) Participants will learn some specific points important in supervising new disadvantaged employees.

Time Required: One and one-half hours.

OVERVIEW:

The material is presented by the Black staff member and the discussion is led by him. The material covered relates to the effects of the interaction between the environment and the disadvantaged individual, from the early home years forward. Also included is some information about specific terminology and behaviors which are offensive to black people. The black staff member includes relevant personal experiences and perhaps some current problems of his own, all of which increase the impact of this segment of the program. A number of specific supervisory practices which are particularly important with new disadvantaged employees are presented and discussed.

Equipment and Materials:

1) Overhead projector.
2) Prepared transparencies.
3) Handouts.

    a. Attitudes and Behavior of Disadvantaged People.
    b. The Cultural Chasm.
    c. Supervision of Minority Group Employees.
    d. Improving Interpersonal Perceptions.
    e. Wake County Standard Welfare Budget.

VI. I. Films: "Everything in Its Place," "Supervisory Interview"

OBJECTIVES:

1) Participants will receive additional reinforcement through the films of the material presented and discussed regarding disadvantaged people and supervisory needs.

2) Participants will be stimulated by the films to discuss further the subject areas identified in (1) above.

Time Required: One hour, including discussion.

OVERVIEW:

The first of the two films, "Everything in Its Place," depicts the initial meeting between a white supervisor and a new disadvantaged employee. The film shows clearly the ineffectiveness of the supervisor and some of the blocking stereotypes held by both. The second film, "Supervisory Interview," is a short series of vignettes from an interview with an imaginary supervisor who displays great frustration toward his relationships with his employees and also a great deal of stereotyped thinking regarding their problems. Both films bear on the content of the presentation and discussion of the disadvantaged employee in the work force.

Equipment and Materials:

1) 16-mm screen projector.
2) Film, "Everything in Its Place."
3) Film, "Supervisory Interview."

VI. J. Lecture/Discussion: Breakthrough in On-the-Job Training

OBJECTIVES:

1) Participants will become aware of the impact of anxiety on the rate at which new employees learn their jobs and on other such factors as absenteeism, turnover, and waste.

2) Participants will become convinced of the importance of attempting to plan for and relate to new employees in ways that minimize anxiety in the new employee from a disadvantaged background.

Time Required: One-half hour.

OVERVIEW:

The content of this presentation includes compelling evidence of the value of anxiety reduction in orientation procedures and supervisory behavior in expediting the progress of new employees. Because the new disadvantaged employee feels especially threatened and anxious, this material is appropriate in creating acceptance among participants of the need to minimize these feelings. The data presented are from research at Texas Instruments ("Breakthrough in On-the-Job Training," Harvard Business Review, Vol. 44. No. 4).

Equipment and Materials:

1) Overhead projector.
2) Prepared transparencies.

VI. K. Skill Exercise: Supportive Listening

OBJECTIVES:

1) Participants will learn the behaviors which are used when listening to another person talk about a problem; the purposes of the listener are to encourage the other person to talk and to understand him and his problem as fully as possible.

2) Participants will practice the behaviors of supportive listening and receive feedback on their effectiveness.

3) Participants will experience talking about a problem to someone who is listening actively and supportively.

Time Required: One hour and fifteen minutes.

OVERVIEW:

The staff identifies the criteria for effective supportive listening, describes the task, and subdivides the group into triads. Each member of each triad alternately functions as talker, listener, and observer for about ten minutes each. After each cycle, the listener receives feedback from the other two members on the behaviors he used as a listener. When the total group reconvenes, the staff initiates a brief discussion and critique of the activity.

Equipment and Materials:

1) Overhead projector.
2) Prepared transparencies.
3) Handouts.

   a. Barriers and Gateways to Communication.
   b. Talking Is Easy; Communicating Is Not.

VI. L. Introspective Questions: A Private Talk with Myself

OBJECTIVES:

1) Participants will make written responses for their own use to six questions on the subject of their ways of relating to others and possible needs for change.

2) Participants will be reinforced in setting personal goals toward increased interpersonal effectiveness, as the result of their introspection and responses to the questions raised in the exercise.

Time Required: One-half hour.

OVERVIEW:

A staff member presents six questions, one at a time, allowing several minutes on each question for participants to think about the question and make written responses in their notebooks. The questions are designed to induce critical introspection by participants on issues of openness and change in interpersonal relations.

Equipment and Materials:

1) Overhead projector.
2) Prepared transparencies.
3) Handouts of the questions.

VI. L. (continued)

A Private Talk with Myself

Ask each participant to open his notebook to a sheet of blank paper and write the above heading at the top of the page.

Emphasize that what is to follow is for the personal use of each participant only; that he will be writing to himself only the answers to some questions.

Tell them not to copy the questions, that they will receive copies later.

Tell them that about four or five minutes will be allowed for each question. As the exercise proceeds, you can judge when to reveal the next question by observing whether nearly all participants have stopped writing.

Use the appropriate transparency on the projector with a sheet of paper underneath it. Pull the paper toward you enough to reveal one question at a time. Read the question aloud. You may need to paraphrase some of them or offer explanatory comments; some participants may not be clear on the meaning of a word or question.

At the conclusion of the exercise, pass out copies of the questions.

VI. M. Lecture/Discussion: Giving and Receiving Personal Help

OBJECTIVES:

1) Participants will recognize the value of becoming better informed about others' perceptions of and reactions to their own behavior.

2) Participants will recognize the need to share their reactions to others' behavior in a constructive manner.

3) Participants will differentiate between helpful and non-helpful exchanges of feedback about their own and others' behavior.

4) Participants will become sufficiently convinced of the values of exchanging feedback that they will be willing to engage in doing it in the program.

Time Required: Fifteen minutes.

OVERVIEW:

A staff member makes a brief presentation on the values to be gained from the constructive exchanges of behavioral feedback, identifies some of the difficulties, and provides some ground rules to differentiate between what methods and content are appropriate and constructive versus some that are not. Comments and discussion are solicited from participants.

Equipment and Materials:

1) Overhead projector.
2) Prepared transparencies.

VI. N. Skill Exercise: Giving and Receiving Personal Help

OBJECTIVES:

1) Participants will learn how their supervisory styles are perceived by others and what reactions are generated by these perceptions.

2) Participants will experience the process of being talked to about their own behavior and its impact on others and will have an opportunity to think about the difficulties and values in making the process a constructive one for the recipent.

3) Participants will practice talking to others about their behavior and its impact in constructive ways.

Time Required: Two to two and one-half hours.

OVERVIEW:

After comments on the purpose of the exercise, participants are divided into small groups (the same division may be used as was used for the case problem during the first session). They are instructed to give and receive behavioral feedback to and from each other for the purposes of providing each participant with useful information and practicing the activity of sharing feedback constructively. It is helpful if one or both staff members solicit personal feedback from the participants prior to their breaking up into groups; this modeling is desirable and reduces any sense of threat the participants may feel.

Equipment and Materials:

Handout: Feedback for Behavioral Learning.

VI. N. Skill Exercise: Giving and Receiving Personal Help (continued)

Exploring Personal Supervisory Styles

This is essentially a feedback exercise with dual goals:

1) To give participants an opportunity to learn more than they may have before about how they are seen by others.

2) To provide a chance for participants to practice effective levelling in a helpful way about other people's behavior and their reactions to it.

Announce the exercise and describe the goals to participants. Review briefly some of the characteristics of helpful, effective feedback and comment on the need to know how our behavior affects other people if we are to increase our effectiveness in our relationships with them.

Instruct them as follows:

In small groups, one person at a time is to act as a listener while the others in his group talk about his supervisory style and approaches to dealing with others. During this period he is to make notes (for his own use only) and is not to speak unless he needs clarification; he is not to explain, defend, or attempt to clarify any of his own behavior. The other participants may use any data they wish and may refer to the Emotional Styles paper, the Johari Window, or anything else they may feel would be helpful. It may be helpful to think of the listener as though he were to be your supervisor beginning next week and talking to him about the strengths and problems you would foresee. When they have finished, the listener may then respond in any way he wishes. When the group has offered all they can to one listener a new listener is chosen, until each member of the small group has been a listener. However, if any group member does not want to be a listener, he may pass. Spend as much time as you need on this activity. When you come back to the full group, any reactions you would like to share will be welcome.

Divide the group into two subgroups. If there is a boss-subordinate relationship present, assign those two participants to separate subgroups unless they specifically request assignment to the same one. Attempt to balance the subgroups as much as possible in terms of openness and emotional style. When the total group reconvenes, solicit reactions. If time permits, and the participants are responsive, the exercise can be carried over into the full group with benefit.

NOTES: Depending on the group climate and motivation to carry out this exercise, it may be desirable for the staff to participate in the exercise itself, either for the first fifteen minutes or so to help them get started, or throughout the full exercise to facilitate the process and minimize tendencies toward flight. The handout is best distributed at the close of the exercise; otherwise, it may be inhibiting to verbal transactions among participants.

VI. O. Solicitation of Participant Reactions To Overall Program

OBJECTIVE:

The staff will receive additional verbal and written reactions to the program as a whole, to specific parts of the program, and to the manner in which it was presented.

Time Required: One-half hour.

OVERVIEW:

The staff solicits any and all verbal reactions the participants will share regarding any feature of the program, including staff behavior. After this discussion, participants are requested to fill out a reaction sheet to provide a summary of uniform design of the overall reactions.

Equipment and Materials:

Handout: MAP Participant Re~ ~ion Questionnaire.

VII. FACILITIES

The training activities require accommodations as follows:

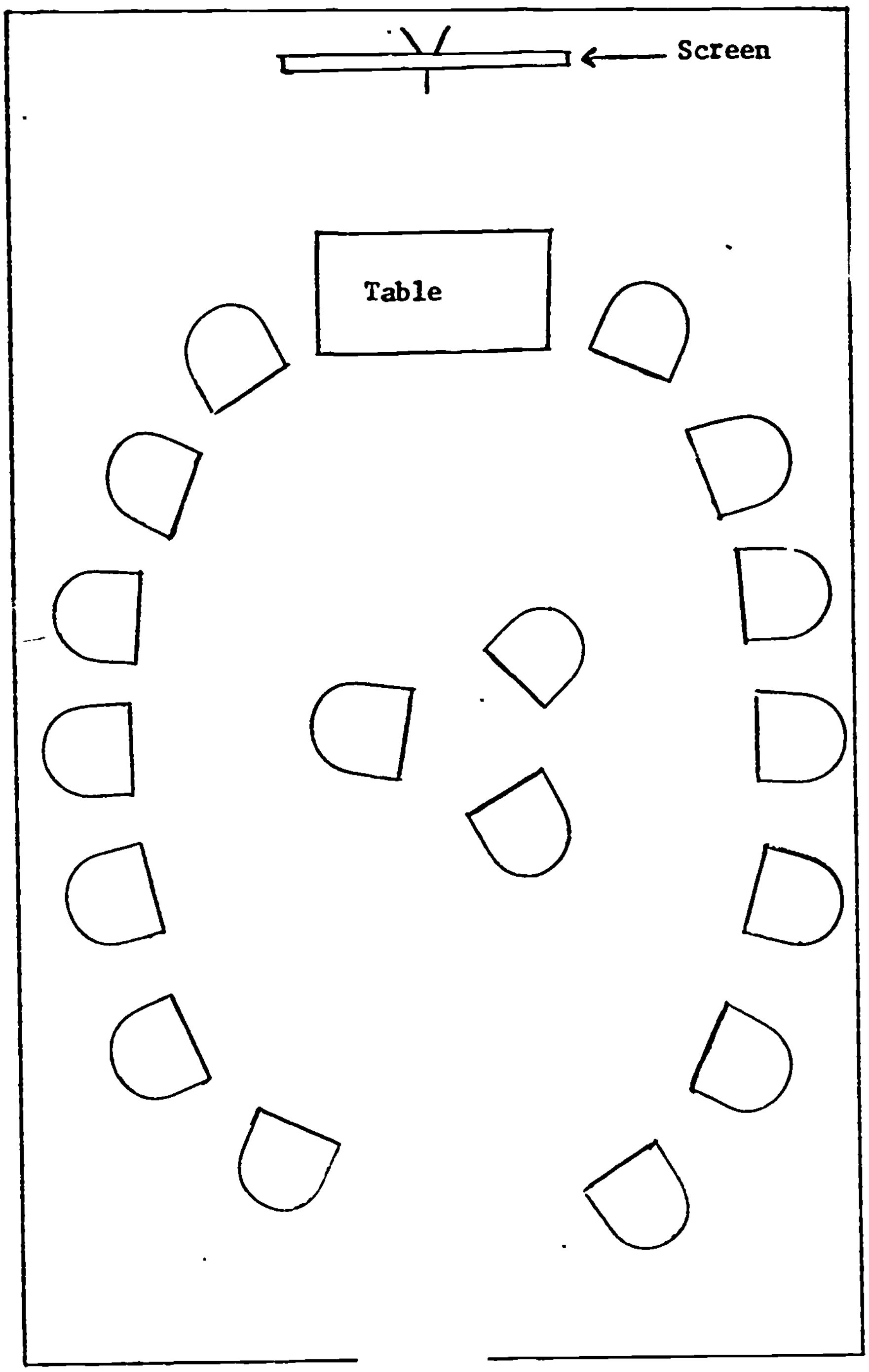
1) A room large enough to seat the trainees and the staff in a circle, preferably with comfortable chairs, including three or four extra ones, with a small table included in the circle and a screen four or five feet behind the table. The room should be at least eighteen by twenty-four feet. If the chairs do not have arms, or are otherwise unsuited for long periods of sitting without discomfort, it may be helpful to provide tables for participants.

2) A nearby area, out of earshot of the main meeting area, which will accommodate six or seven participants for short periods of time.

3) Areas within five or ten minutes walk of the main meeting room where subgroups of three or four people can have sufficient privacy to carry on a conversation without being overheard.

A schematic diagram of the room arrangement appears on the next page. Copies of this layout may be used to instruct hotel personnel in setting up the training room.

Room Arrangement -- Schematic Layout
Eighteen by Twenty-Eight Feet



VIII. EQUIPMENT AND MATERIALS

A. Equipment and Materials -- Staff

1) Blackboard or lecturer's easel for use in main meeting room.

2) Instructor's Manual, including a complete set of roles, skill exercises, and lecture material.

3) Notebooks for participants, including background reading materials. (See below.)

4) Supplemental reading materials to be passed out during program. (See below.)

5) Name badges for participants and staff, lettered in characters about 3/4" in height.

6) Magic Markers, chalk if needed, pencils or ball-point pens for participants, masking tape, special water-erasable markers for overhead transparencies.

7) Overhead projector and lecture transparencies as follows:*

   a. Introductions (1)
   b. Expectations and Concerns (1)
   c. Johari Window (8)
   d. Behavioral Styles (11)
   e. Reaction Transparency, First Day (Questions on today's activities) (1)
   f. Attitudes and Behavior of Disadvantaged People (5)
   g. The Cultural Chasm (4)
   h. Supervision of Minority Group Employees (4)
   i. Reaction Transparency, Second Day (Questions on today's activities) (1)
   j. Breakthrough in On-the-Job Training (Texas Instruments Study) (6)
   k. Talking/Listening/Observing -- Task Assignments (3)
   l. A Private Talk with Myself (3)
   m. Giving and Receiving Personal Help (3)
   n. Blank Transparencies (6)

8) Buzzer or similar signalling device for use in role-playing sessions for cuing participants as to when to enter the problem situation.

9) Sound projector -- 16 mm.

10) Film -- "Everything in Its Place."

11) Film -- "Supervisory Interview" (Billy Barnes).

12) 60" or large projection screen.

* Parentheses indicate the number of transparencies in the set.

B. Equipment and Materials -- Participants

Distributed at start of program in notebooks:

1) 3-ring binder including the materials listed below.

2) Ruled note paper (10 or 15 sheets).

3) Reprints.

   a. Break Down Your Employment Barriers.
   b. A Jobs-for-Negroes Program that Flopped.
   c. Successful Experience: Training Hard-Core Unemployed.
   d. Breakthrough in On-the-Job Training.
   e. Do You Know How to Listen?
   f. The Human Side of Enterprise.
   g. Helping the Hard-Core Adjust to the World of Work.

Additional materials to be passed out or used during the program:

1) The Johari Window.

2) Finley Jenkins and the Gulf Coast Boat Company (or another case).

3) Emotional Styles.

4) The Lipton County Hospital Problem.

5) Attitudes and Behavior of Disadvantaged People.

6) The Cultural Chasm.

7) Wake County Standard Welfare Budget.

8) Supervision of Minority Group Employees.

9) A Private Talk with Myself.

10) Barriers and Gateways to Communication.

11) Talking Is Easy; Communication Is Not.

12) Improving Interpersonal Perceptions.

13) Feedback for Behavioral Learning.